

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Jodi Yeloushan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pine Knob Elementary School

(As it should appear in the official records)

School Mailing Address 6020 Sashabaw Road

(If address is P.O. Box, also include street address.)

City Clarkston State MI Zip Code+4 (9 digits total) 48346-3156

County Oakland State School Code Number* 030504

Telephone 248-623-3900 Fax 248-623-3905

Web site/URL

https://sites.google.com/a/clarkston
.k12.mi.us/pineknob-elementary-school/ E-mail jlyeloushan@clarkston.k12.mi.us

Facebook Page

https://www.facebook.com/pages/Clarkston-
Community-Schools-Superintendent-Dr-Rod-
Rock/164498640303901

Twitter Handle _____ Google+ _____

YouTube/URL

https://www.youtube.com/channel/
UC7yNFbLRBgy2lngkWYJ8a9w Blog _____ Other Social Media
Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Rod Rock

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: rdrock@clarkston.k12.mi.us

Other)

District Name Clarkston Community Schools Tel. 248-623-5400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Steven Hyer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 11 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	27	71
1	37	35	72
2	58	32	90
3	33	37	70
4	43	41	84
5	50	33	83
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	265	205	470

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 6 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1	505
(5) Total transferred students in row (3) divided by total students in row (4)	0.091
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 5 %
25 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Bulgarian, Chinese, Gujarati, Polish, Russian, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 21 %
 Total number students who qualify: 106

Information for Public Schools Only - Data Provided by the State

The state has reported that 47 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Pine Knob Elementary, as well as all Clarkston Community Schools, is to cultivate thinkers, learners and positive contributors to a global society.

PART III – SUMMARY

At Pine Knob Elementary we like to say, “Imagination fuels knowledge!” Working diligently alongside our school families and community, we seek to provide a respectful, caring environment that ensures personal growth for all. Our primary vision is of each student fully engaged in a globally-focused education which fosters a sense of discovery, self, commitment, ownership, and involvement.

Our learning community is located approximately 40 miles north of Detroit in suburban Clarkston, Michigan. We are seamlessly integrated within a major commerce artery that includes a large health-care facility, a manufacturing sector, consumer shopping, restaurants, and tranquil neighborhoods. A designated Title I elementary, Pine Knob daily welcomes 475 students and seventy staff members into nineteen K-5 classrooms and four special education classrooms. Co-curricular classes include art, music, physical education, Spanish (K-1), and media. Support for both learners and staff is provided by a social worker, a psychologist, ELL teacher, para-educators, Title I and 31a instructional aides, custodians, office personnel, cafeteria staff, and recess aides.

Neighborhoods within our district boundaries are as diverse as our student population. Students’ residences range from federally-subsidized apartment housing to upscale homes. While our students come from varying socio-economic circumstances, there are no discernible cultural, ethnic, or social barriers among our students. Pine Knob students are customarily very respectful and kind to each other. This attitude of acceptance is a source of great pride to our staff, who consciously model tolerance, thoughtfulness, and consideration by daily example.

In the classroom, student independence and growth are cultivated, with an emphasis on logic and reasoning, thoughtful risk-taking, cooperative learning, and experimentation. Within the Pine Knob environment, students are challenged with many thought-provoking opportunities to learn by engaging in hands-on activities and discovering the unexpected. This process reinforces the inquisitive nature inherent in each child.

Pine Knob Elementary students and staff are a company of thinkers, contributors, innovators, and collaborators. Gone are the days when teachers would merely stand in front of a class to lecture. Today’s classrooms at Pine Knob are alive and energized, with teachers fostering personal learning growth by encouraging dialogue and interaction between their students. Classroom teachers also promote learning through small and large group clusters. Students constructively question one another and gain an appreciation for the premise that more than one answer can be correct and/or applicable. With this amazing skill-set, students dig deeper into the core of a problem or question. Additionally, this collaborative approach is excellent preparation for a future in a global workforce. By design, Pine Knob Elementary is a Culture of Thinking school, an approach which produces individuals of creative vision, imagination, and clear self-expression.

Along with content areas, teachers at Pine Knob Elementary mentor and facilitate student interest groups and clubs beyond the classroom. It is our belief that extra-curricular activities strengthen unique talents and boost self-confidence in all areas of learning. Pine Knob offers students the opportunity to be part of Math Olympiad, Student Council, Broadcast News, K’nex, Safety Patrol, Book Club, Theatre Club, Knitting Club, Art Club, and Computer Coding Club. These groups encompass students from all grade levels, providing them with the opportunity to consider whether these are interests they would like to further pursue.

It has long been the aim of Pine Knob's staff to bolster the quality of life for our students and their families through our school improvement process. This process includes formal and informal staff collaboration, communication with parents and student input designed to define long-term goals as well as recognize areas of celebrations along the way. As we continuously monitor the work we are doing, one indicator of our success is the recent recognition we received as a Michigan Reward School - a school recognized for ‘Beating the Odds’ when compared to schools of similar demographics. Pine Knob students also demonstrate consistent strength in standardized assessment scores due to quality instruction, utilizing best practice techniques, and through a reflection of instructional and community culture.

In summary, the entire learning community of Pine Knob Elementary is committed to the implementation of an exceptional, well-rounded educational program. We are pleased to celebrate our students' accomplishments and are proud that the differentiated instruction provided by our staff advanced that success. Our ongoing objective is to provide our students with an academic program that includes a rigorous core curriculum, character guidance that emphasizes responsible citizenship, and opportunities for community service. We firmly believe the success of our students is dependent on the collaborative efforts of parents, students, teachers, support staff, building administrators, community members, and our Clarkston Community Schools Board of Education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Pine Knob Elementary is a learning environment where a Culture of Thinking permeates all aspects of the curriculum. Regardless of content emphasis, the thought processes and reasoning of our students, and the opportunities to share those discoveries with others, is valued first and foremost.

In literacy, thinking as readers and writers is evidenced each day during Reading and Writing Workshops. In this directed setting, students in all grades engage with text, as well as with their teacher and peers. The scaffolded teaching points of our daily literacy mini-lessons are based on Common Core State Standards and students are taught to apply the knowledge, techniques, and habits acquired through those lessons to their independent reading and writing. During daily literacy partnership times and book club sessions, students share with peers their thoughts, observations, and inferences regarding their books. These same exercises and practices are applied to student writing. Additionally, teachers differentiate instruction during one-on-one conferences with students, as well as through small group strategy work. In reading both fiction and informational text, gleaning comprehension and substance from text is ever the priority. Pine Knob students plan, draft, and write pieces that reflect their understanding of narrative, opinion/argument, and informational writing. The integration of reading and writing is an omnipresent goal for teachers as they strive to help students recognize the significant transfer of literacy skills to other content areas.

Pine Knob's Culture of Thinking is also evident as emergent mathematicians employ reasoning and problem-solving skills to work on rigorous tasks based on Common Core State Standards and Math Practices. Within a workshop model, students use a variety of tools, manipulatives, and strategies to develop a strong conceptual understanding of mathematics. Math discussions in all grade levels are an integral part of student learning, as well as a means by which teachers frequently assess student learning, determine efficacy of lesson plans, and prepare subsequent instruction. Differentiation opportunities are further provided through specific tasks and projects in which students engage, as well as in small group instruction, which motivates and accelerates individual development of thinking and skills.

K-5 scientists at Pine Knob undertake a variety of inquiry-based science experiences aligned to the Michigan Grade Level Content Expectations. Whenever possible, science is integrated within other core-curriculum disciplines and embedded with Culture of Thinking practices. It is instilled from the onset that science is all around us. At their earliest exposure in kindergarten, budding scientists interact with their world, ask questions to explore its wonders, and seek to discover answers through reasoning with evidence. This foundation continues to develop, mature, and evolve through fifth grade when students confidently conduct investigations, collect and interpret data, make claims supported with evidence to create explanations, and communicate and defend their results to others. Beyond their classroom walls, upper elementary students have a platform by which they communicate their scientific understanding during a grade level science fair and a partnership with engineers through the General Motors Corporation outreach program "A World in Motion (AWIM)."

As Pine Knob students begin their journey toward responsible citizenship, social studies classes emphasize connections to their surroundings. Using Michigan Grade Level Content Expectations, students are taught about their ever-expanding world. Guiding learning and experiences toward global citizenship is embedded in our curriculum. Kindergartners focus on self and family, then first graders connect those concepts to school and neighborhood. Second through fourth graders continue their instruction with awareness of our Clarkston community, Michigan, and United States. Within this framework, students are introduced to geography, history, economics, and political science. With a strong foundation of understanding, connecting, and demonstrating our place and its impact in these growing environments, fifth graders begin their study of American history.

Instruction at Pine Knob is designed with the objective of preparing students for their future. Teachers strive to integrate the content areas and to help learners understand both why and how the learning and thinking in all subjects is essential to their growth as "positive contributors to a global society." Each teacher's goal is to

heighten students' realization that the skills and strategies acquired in one subject area can be appropriately applied across all aspects of the curriculum, as well as to life beyond the classroom.

2. Other Curriculum Areas:

Personal, social, economic, and cultural environments are shaped by exposure to fine arts, information literacy, and physical wellness at every turn, thereby providing essential learning in divergent subject areas. Pine Knob students attend supplemental curriculum courses for a total of two and one-half hours each week. These experiences include visual arts, informational literacy, physical education, and music. Furthermore, students in kindergarten and first grade weekly receive thirty minutes of Spanish instruction. Additionally, students in our Basic Plus program participate in developmentally appropriate instruction. Lastly, co-curricular teachers collaborated and developed Strive for Five, a school-wide program, which is used to make students accountable for their behavior and leadership skills during special classes.

Pine Knob's art curriculum is based on the elements and principles of art. Art class provides an opportunity for students to further explore and make connections to the world of visual literacy. Visual arts prompt our imaginations into deeper questions: Who am I? What must I do? Where am I going? Exploration of various mediums such as paint, collage, sculpture and clay allow students self-expression through experimentation. Students participate in many school-wide art projects including recycled art sculpture, fiber art collaboration, and clay garden sculptures. Pine Knob staff considers a visual arts education to be an integral part of every student's life.

The information literacy curriculum was written by Clarkston Media Specialists and is based on state and national standards. Literacy, research, and technology skills are taught to enthusiastic learners by the PKE Media Specialist. Technology and research skills are integrated into the classroom curriculum. Students utilize technology in different formats: iMovie, Animoto, Prezi, Glogster, Voki, Google Apps, and WeVideo to creatively present their thinking and learning. Students produce a live morning broadcast to the school community with each student on the team leading an integral role in the production. Our collection of over 15,000 books supports our information literacy and classroom curriculum as well as encouraging a passion for lifelong reading.

Students participate in physical activities while utilizing developmentally appropriate motor skills which promote a healthy, active lifestyle while engaged in physical education. Positive social attributes necessary to improve communication and self-confidence are also practiced. Through fitness testing, students can observe personal achievements and gain a better understanding of their current fitness status and establish future goals. Pine Knob students are proud participants of the Michigan Fitness Foundation through participation in the Walk to School Day and ACES (All Children Exercise Simultaneously) Day. Annually, students participate in the American Heart Association's Jump Rope for Heart. Students have raised thousands of dollars for the American Heart Association and have developed a school wide Academic Learning Service project to support healthy hearts. Participating in physical activities and having healthy hearts is a life long endeavor, which encourage students to be active in their own lives.

Pine Knob's music curriculum is based on both state and national standards. Music classes encourage imagination and creativity, while providing additional opportunities for students to connect their math, reading, fluency, history, science, and language skills. Students learn about a variety of cultures and time periods through the music they sing. We use fractions in music to discuss the number of beats in a measure. Younger students work on musical beat and fluency throughout the song. Students learn self-expression and communication through song, instruments, and movement. Fifth graders compose music in groups, collaborating to create and perform a finished musical product for friends and family. They learn how to play the recorder, which involves every fundamental music concept learned since kindergarten. At the end of fifth grade, students know how to read music, write music, create their own compositions, as well as understand musical form and other basic concepts.

The Spanish curriculum is based on standards and benchmarks for world languages on a state and national level. A familiarity with Spanish provides students the opportunity to make connections within their personal lives. This knowledge also challenges them to push past their comfort zone and develop a strong

sense of confidence in an enjoyable atmosphere. Spanish is taught through the use of multiple intelligences in order to provide students varied ways to learn a second language. The use of music, movement, and kinesthetic activities help students recognize and produce a second language. Many of the thematic units are related to basic mathematical, literacy, social studies, and language skills they are learning in the general classroom. This experience helps Pine Knob students strive toward becoming the global thinkers our district seeks to produce.

3. Instructional Methods and Interventions:

Pine Knob Elementary staff values our learners' unique and diverse backgrounds, experiences, and needs. Our instructional practices match our commitment to ensuring that success, empowerment, and optimal personal potential are achieved by each child. Best practices, responsive teaching, passion, and flexibility are at the heart of our pedagogy.

Educators in all grade levels use researched-based instructional methods. The workshop model, used for reading, writing, and math, allows us to meet varying student needs. Whole group mini-lessons address the needs of the class. Flexible small groups and one-on-one conferring support individual needs and provide focused, immediate, and relevant feedback that propels each child forward. Modeling, guided practice, and inquiry are embedded in each level of instruction. Additionally, each child is equipped with "just right" materials (texts, math problems, manipulatives) that help to make engagement attainable within the curriculum. Time for peer partnerships is built into our daily structure because we recognize collaboration and social learning are essential, both now and in the future.

Utilizing technology and incorporating real world experiences via Academic Service Learning (ASL), which connects curriculum with community service, are two examples of best instructional practices. Staff members use varied technology to enhance daily instruction, to provide students access to a greater number of tools and resources, and to offer a more global perspective. Creating virtual characters to bring texts alive, using iPads to record and reflect on book club conversations, taking virtual tours of our community and state, and tweeting book recommendations are a sampling of ways the Pine Knob staff enhances curriculum with technology. Connecting curriculum to the real-world through ASL is another significant instructional practice. Students have counted and graphed money raised for local organizations, penned opinion letters requesting local business support, created visual art for hospital rooms and simple picture books for children in need. Learning is enriched through civic responsibility and fostering personal growth.

Students guide instruction at Pine Knob. Because we work to ensure all learners have a voice and that their thinking is made visible, formative data is always at our fingertips. Conversations, anecdotal notes, daily jottings, exit tickets, and journal entries are used to guide instruction, both on the spot and when designing future lessons. Teachers further analyze this data during weekly Professional Learning Community (PLC) time. When data indicates learners are not making adequate gains, additional interventions are available through various push-in and pull-out programs before and during the traditional school day.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Prior to the 2014-15 school year, Pine Knob Elementary participated in the Michigan Educational Assessment Program (MEAP), a standardized assessment measuring proficiency of third, fourth, and fifth graders against standards adopted by the State of Michigan.

In 2012-13, Pine Knob was an identified Focus School based on 2011 MEAP achievement gaps. Upon reviewing data, staff noticed our English Language Learners and special education students were disproportionately represented in our bottom 30% subgroup. Multiple measures of data, along with MEAP data, were reviewed to determine the concerns and needs of struggling subgroups. Closing the gap without compromising achievement of highest performing students was imperative. Time was dedicated for grade level team collaboration, focusing on effectual means of reaching struggling learners. Also, School Improvement Plan (SIP) committees were utilized to pinpoint deficits and focus on optimal support.

In summer 2014, Pine Knob was identified as a Michigan Reward School. Within a two-year span, the achievement gap was significantly decreased, while overall academic improvement continued. School proficiency percentile rank has increased from 80% to 92%.

In addition to state-determined standardized tests, multiple assessment measures are used to monitor student growth and progress. Formative, as well as summative assessments, inform instruction and guide subsequent steps. Efforts to progress as a Culture of Thinking school, as well as development of workshop practices for reading, writing, and math provide the backbone of a system that continuously reflects and revises practices based on student thinking and learning. We work diligently to meet needs of individual learners based on collected data that provides evidence of students' placement in the learning process. Collaboration, analysis of data, and instructional differentiation have resulted in overall academic improvement, as well as success in closing student achievement gaps. Pine Knob's average proficiency percentage exceeded district averages for all tests in each grade level on the 2013 MEAP.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Pine Knob staff creates and reviews SIP goals annually based upon data reflection of student need. Cross grade level committees divide into three academic groups (reading, writing and math), collaborate bi-weekly, analyzing student data using formative and summative assessments. Within each committee, the greatest need for growth is determined. For example, writing rubrics from students' personal narratives are analyzed. Across grade levels, students struggled with punctuation. Data and strategies for improving punctuation are researched and shared with instructional staff to aid in reaching performance improvement goals. Staff is data driven and responsive to student needs. Regular collaboration throughout the year to analyze diversified data results in informed instructional decisions.

Each K-5 student has an ongoing Literacy Portfolio. Throughout the year, teachers use DRAs (Developmental Reading Assessment) and Running Records to track student progress along the literacy-learning continuum. These assessments guide teacher instruction and serve as intervention indicators.

AIMsweb and Delta Math Screeners are diagnostic screening tools administered to all K-5 students at least twice a year, allowing staff to screen, monitor growth, and share data. These systems, which support the RTI model (Response to Intervention) and tiered teaching model, are further means of identifying students needing intervention.

Pine Knob teachers consistently use data gathered via pre- and post-tests, conferring, thinking routines, rubrics, and student work to plan for individual needs. Strategy groups are fluid. Through literacy, math folders, data binders, notebooks, portfolios, or class meetings, students take an active role in setting goals and reflecting on process and progress.

Student progression along the growth continuum is shared ongoing with parents via student work feedback, verbal and written communication, and conferences through the school year. Title I math and literacy instructional aides collaborate with the classroom teacher to support students and are an integral part of PLC meetings. Hard work and dedication to student achievement have resulted in Pine Knob being named a Michigan Reward School.

Part VI School Support

1. School Climate/Culture

Entering Pine Knob Elementary, an atmosphere of welcome, safety, and respect prevails. Our environment freely embraces and celebrates the whole child. Lining the halls are pictures of students with their writing honoring the 'best part of me' and emphasizing their uniqueness. Walls are adorned with framed photographs of students enjoying the many facets of their school experience. Pine Knob is a haven where students and staff are valued, supported, and academically challenged.

Daily, Pine Knob staff works diligently to provide each student with a safe, supportive learning and social environment. We acknowledge the importance that nurturing relationships play in cultivating trust and motivating students. As a school family, our traditions and routines help validate our shared worth. Students and adults consistently demonstrate mutual kindness and compassion. Connections are maintained through handwritten notes of encouragement, daily recognition of student leaders, classroom meetings, assemblies, and learning buddies.

Just as we support our students, staff members sustain one another personally and professionally. Recognizing each other's unique gifts and talents engenders appreciation and respect. Our open-door philosophy promotes collaboration without fear of judgment. Freedom to take risks while brainstorming helps maintain focus on academic and emotional student growth. Help, advice, and ideas from supportive and invested colleagues are given freely. Co-workers become friends we turn to for affection and empathy. Our social committee celebrates important festive milestones. We understand that the success of Pine Knob relies on emotional well-being and the desire to be part of a positive, healthy culture.

Pine Knob embraces a Culture of Thinking where engaged students feel safe to venture "outside the box" because all thinking is valued. Critical thinking and independent problem solving are encouraged. Teachers model and incorporate thinking routines to help students become risk-takers and allow individuality to emerge. Surrounded by visible student thinking within classrooms and throughout hallways, staff and students are often engaged in thoughtful discussions that build unity and connections across our school community. Building a Culture of Thinking has been a journey supported by our principal and district superintendent through staff meetings, developmental days, and Culture of Thinking meetings.

Incorporating Steven Covey's Leader in Me concepts into Pine Knob's school community has generated staff momentum for proactively addressing students' social/emotional needs using a common, consistent language. Equally important, Leader in Me ideals have helped unify school culture by cherishing all students as worthwhile individuals, while promoting student leadership skills.

2. Engaging Families and Community

Staff and families of Pine Knob Elementary are integral pieces of a whole, each contributing essential components to the learning process. Our diverse population is reflected in the numerous financial, academic, and emotional support programs provided by staff and families. Our Title I classification presents the challenges of many underprivileged families with limited access to technology and lacking basic needs. Special informational nights, held specifically for these families, allow staff to identify and address questions and concerns. Never hesitating to reach out to those in need, we hold a winter outerwear drive, a canned food drive, and a peanut butter and jelly drive for Clarkston's Lighthouse chapter.

Pine Knob has joined Blessings in a Backpack, a nationally recognized organization that provides meals for underprivileged students. Summer reading and math programs support students academically and our school-wide "free bookstore" recycles used books, allowing students to bring home new reading material twice monthly.

Our very active PTA funds all field trips and provides financial support per grade level and for individual teachers. These provisions have been used to sponsor "Critter Guy," host Star Lab, purchase enrichment

reading materials, present Earth Day activities, and purchase kinesthetic learning aids. Staff may request special purchases, such as classroom microscopes, take-home book bags, and physical education equipment from our PTA's Ways and Means fund. On Pine Knob's annual COSI Day, over forty accommodating parent volunteers showcase science-themed stations led by COSI of Columbus, Ohio. Social events to connect with families throughout the year include an ice cream social on curriculum night and Breakfast with Both, when parents, students, and teachers mingle before school. In turn, teachers offer support by working as wait staff for our Mel's Grill PTA fundraiser and calling numbers at our annual Bingo night.

PTA leadership attend Parent/Advisory team meetings district wide, networking with the superintendent and his staff, and keeping abreast of current goals and concerns. Parent leaders disseminate information through newsletters, websites, eblasts, social media, and mail. Collaborations with staff and parents include music informances incorporating the music curriculum in an evening showcase for parents. Additionally, during March is Reading Month, all families are given a copy of a book and encouraged to read along with the classroom, culminating in a school-wide assembly. The Clarkston community strongly supports Pine Knob students by providing summer scholarships for academic and enrichment programs through PTA, as well as through a local organization, the Clarkston Foundation.

3. Professional Development

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” ~Carol Dweck.

Pine Knob Elementary is fortunate to have a staff which embodies a growth mindset. We seek out opportunities to become better educators for our learning community and positive colleagues for one another. Proactive and reflective, we utilize best practices and current research to drive instruction. We remain eager to meet the ever-changing needs of our students, align our curriculum to meet Common Core State Standards, and strive to encompass a Culture of Thinking.

Opportunities for professional development are not only encouraged in our district, but within our building. Bi-weekly, we collaborate as a staff, examining the needs in our building and discussing means of integrating new ideas and strategies. Meeting weekly in our Professional Learning Community (PLC) as a grade level, we analyze data as a team and use that data to develop lessons that improve student learning and achievement.

Pine Knob has had great success with our literacy and math approach and implementation of workshops. We have hosted many labs within our classrooms for those in attendance seeking to observe and expand their knowledge of best practices. Curriculum specialists and district consultants have facilitated these meetings, so all may grow from one another and incorporate best strategies to improve student achievement.

As a staff, we felt strongly motivated to reform our school's spelling program to better align with Common Core State Standards and agreed a differentiated and concise program was required. Many teachers implemented Words Their Way (Donald Bear), a foundational program which builds on word patterns and is a developmentally-based approach. Our principal supported our staff by purchasing Words Their Way books and arranging for a consultant to help us more fully understand the program and its benefits. Pine Knob staff employs this research-based approach to spelling instruction.

Our desire to learn together as a staff goes beyond academics. For five years, we have met weekly to read, review, and implement the ideals presented in Cultures of Thinking by Ron Ritchhart. We welcome visits from other school staff and community members to observe our Cultures of Thinking in action. Our classrooms, which are fashioned for learning about higher levels of critical thinking, have been open labs for our students, staff, and other educators. We continue to discover more through our shared journey, celebrating our progress, and working cooperatively to formulate new goals and plans for the future.

4. School Leadership

Clarkston Community Schools' Learner Profile: Clarkston Community Schools' students are thoughtful, contributing members of society who possess the behaviors, skills and attitudes to continue to learn and adapt to a diverse and dynamic global society. Our curious and imaginative students exhibit critical thinking and problem solving skills, are effective oral and written communicators, and can access and analyze information. Clarkston Community Schools' learners, as successful 21st Century citizens, effectively use technology. They nimbly apply these skills throughout life in academic, social, and emotional situations.

Pine Knob Elementary staff and principal apply the learner profile to school leadership decisions. This basis is used to make informed decisions that will enhance student learning academically, socially, and emotionally. Our staff is committed to shared leadership which generates communal dedication, passion, trust, and communication. We believe students should engage in many activities both within and outside the classroom that effectively grow 21st century skills. We utilize each other's unique gifts, talents and interests to strengthen opportunities for personal and professional learning.

To enhance student growth, classroom teachers practice the 8 Cultural Forces outlined in Cultures of Thinking. Forces such as time, opportunity, and routines allow learners to expand both oral and written thinking. Additionally, class jobs, which align with Leader in Me, are established to strengthen individual identity. Self-reflection is applied to both academics and behavior as a means to goal set. Within this framework, students identify necessary areas for continued growth and celebrate successes, boosting motivation and self-confidence. Academic accomplishment arises from the willingness of Pine Knob teachers to collaborate, probe, and develop pertinent understanding. We are all leaders with a common focus - student success.

According to Ron Ritchhart, "For classrooms to be cultures of thinking for students, schools must be a culture of thinking for teachers." Through commitment to this philosophy, many positive changes in staff and students are evident. Some areas of growth we observe are perseverance, problem-solving, ownership of personal learning, and reasoning with evidence.

Pine Knob's grade level representatives in each content area assume active roles in district and county professional development, keeping abreast of current information and practices, then sharing with colleagues and students. Additionally, staff leaders continue to present at national and global conferences. Innate passion inspires staff leadership, supporting our belief that all children can learn and attain success.

It requires an astute leader to recognize and inspire leadership in others. Effective leaders provide opportunities for goal setting, problem solving, and reflection. Pine Knob's principal is just such a leader, promoting a "we" over "me" philosophy. Staff thinking, ideas, and our desire to take action are respected. Further support is evidenced by her investment in professional texts, commitment to professional development, and receptivity to staff feedback. Staff growth is encouraged by providing time and opportunities for analysis and deliberation. Pine Knob's principal keeps our staff steadfastly focused on students' well-being and success.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Education Assessment Program (MEAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	58	64	57	60	53
Advanced (Level 1)	15	4	3	9	6
Number of students tested	80	75	96	79	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	41	37	28	33	42
Advanced (Level 1)	7	0	0	4	0
Number of students tested	27	19	29	24	24
2. Students receiving Special Education					
Proficient (Level 2) and above	46	44	54	40	39
Advanced (Level 1)	9	0	0	0	8
Number of students tested	11	9	13	15	13
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	63	68	64	56	55
Advanced (Level 1)	18	5	4	10	8
Number of students tested	64	62	78	59	78
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Education Assessment Program (MEAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	70	65	65	62	49
Advanced (Level 1)	23	12	9	5	8
Number of students tested	80	99	75	96	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	57	53	28	39	29
Advanced (Level 1)	14	3	6	0	0
Number of students tested	21	30	18	28	24
2. Students receiving Special Education					
Proficient (Level 2) and above	80	50	33	29	25
Advanced (Level 1)	20	20	0	0	0
Number of students tested	5	10	9	17	12
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	71	69	66	65	53
Advanced (Level 1)	25	14	9	5	10
Number of students tested	68	85	58	80	61
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Education Assessment Program (MEAP)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	64	53	44	25	50
Advanced (Level 1)	5	8	2	3	10
Number of students tested	98	85	93	80	111
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	43	24	33	11	16
Advanced (Level 1)	0	0	0	4	4
Number of students tested	28	25	27	28	25
2. Students receiving Special Education					
Proficient (Level 2) and above		18	0	6	50
Advanced (Level 1)		0	0	6	10
Number of students tested		17	10	17	10
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above				33	
Advanced (Level 1)				0	
Number of students tested				9	
5. African- American Students					
Proficient (Level 2) and above		20			0
Advanced (Level 1)		0			0
Number of students tested		10			11
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	69	53	43	27	61
Advanced (Level 1)	6	6	3	3	11
Number of students tested	87	64	79	62	82
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Education Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	81	87	73	76	81
Advanced (Level 1)	14	16	17	18	19
Number of students tested	78	71	95	79	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	72	78	48	50	59
Advanced (Level 1)	8	6	11	8	14
Number of students tested	25	18	27	24	22
2. Students receiving Special Education					
Proficient (Level 2) and above	80	80	73	47	73
Advanced (Level 1)	20	20	0	0	27
Number of students tested	10	5	11	15	11
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	89	88	78	78	86
Advanced (Level 1)	16	17	19	20	20
Number of students tested	62	59	77	59	76
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	91	87	88	73	75
Advanced (Level 1)	17	6	21	12	16
Number of students tested	79	97	73	95	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	86	86	71	57	59
Advanced (Level 1)	5	0	12	7	13
Number of students tested	21	28	17	28	24
2. Students receiving Special Education					
Proficient (Level 2) and above				41	55
Advanced (Level 1)				6	9
Number of students tested				17	11
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	90	89	88	75	78
Advanced (Level 1)	18	7	21	13	19
Number of students tested	68	84	57	80	59
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: These scores represent reading scores within ELA.

The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Education Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	85	81	85	70	
Advanced (Level 1)	33	34	26	37	
Number of students tested	79	97	72	95	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	62	71	75	54	
Advanced (Level 1)	14	14	19	21	
Number of students tested	21	28	16	28	
2. Students receiving Special Education					
Proficient (Level 2) and above				35	
Advanced (Level 1)				6	
Number of students tested				17	
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	85	85	80	71	
Advanced (Level 1)	34	37	30	39	
Number of students tested	68	84	56	80	
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: These scores represent WRITING SCORES within in ELA.

The writing component was not assessed in 2009-10.

The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Education Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	91	86	81	71	81
Advanced (Level 1)	32	24	14	14	20
Number of students tested	96	83	90	80	111
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	85	67	77	64	48
Advanced (Level 1)	22	8	8	4	8
Number of students tested	27	24	26	28	25
2. Students receiving Special Education					
Proficient (Level 2) and above		40		47	
Advanced (Level 1)		13		12	
Number of students tested		15		17	
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above				56	
Advanced (Level 1)				0	
Number of students tested				9	
5. African- American Students					
Proficient (Level 2) and above		67			27
Advanced (Level 1)		22			0
Number of students tested		9			11
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	94	87	79	74	93
Advanced (Level 1)	34	24	14	16	24
Number of students tested	85	63	77	62	83
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: The career and college ready cut scores apply to the 2011-12 school year. These new cut scores were implemented with the Fall 2011 MEAP.